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AUTHOR Johns, Jennifer S.
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ABSTRACT

The Title IV-A Indian Education Program in Albuquerque, New Mexico, public schools met program objectives despite funding decreases, personnel cuts, and increased requests for remedial tutoring. Two tutors, a volunteer, and a counselor tutored 35 middle and high school students from the Navajo community of Canoncito to improve/maintain academic performance as measured by subject grades and teacher ratings of student progress. Although only 36% of grades remained the same/improved, teachers reported that 58% to 89% of the students improved in school-related skills. Four tutors and a counselor tutored 78 middle and high school students from Isleta Pueblo to improve academic performance. Fifty-five percent of tutored students' grades remained at passing level/improved. Teachers indicated 79% to 96% of the students made progress in school-related skills, attitudes, and behaviors. In the urban component, 49 tutors and support staff provided services to 735 grade K-12 students. Program objectives included improved academic performance and school-related skills as measured by Comprehensive Tests of Basic Skills subtests, grades, and teacher ratings of student progress. Elementary students met objectives in eight of the nine areas evaluated; high school students met objectives in six of the nine areas. The report includes recommendations for program improvement. Seven tables further describe program results. (LFL)

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TABLE OF CONTENTS

	Page Number
Administrative Summary	i
Canoncito Component	
Program Description	1
Summary (Table 1)	2
Discussion of Objectives	
Objective 1.0	3
Objective 2.0	4
Table 2: Teacher Evaluation of Secondary Students	5
Isleta Component	
Program Description	6
Summary (Table 3)	7
Discussion of Objectives	
Objective 1.0	8
Objective 2.0	9
Table 4: Teacher Evaluation of Secondary Students	10
Urban Component	
Program Description	11
Summary (Table 5)	12
Discussion of Objectives	
Objective 1.0	13
Objective 2.0	15
Objective 3.0	16
Objective 4.0	18
Table 6: Teacher Evaluation of Secondary Students	20
Table 7: Teacher Evaluation of Elementary Students	21

ADMINISTRATIVE SUMMARY

The Title IV Indian Education Program was in its eleventh year of operation in the Albuquerque Public Schools (APS) in 1984-85. The program as it currently exists, has three components - Canoncito, Isleta, and Urban, serving approximately 850 Indian students in the Albuquerque Public Schools.

Canoncito

The Canoncito component utilized a volunteer and two paid tutors as well as a district-funded counselor to provide services to approximately 35 students from the Navajo community of Canoncito. The objective of this component of the program was to improve academic performance as measured by grades in subjects being tutored and by teacher ratings of student progress. Thirty-six percent of the students' grades remained the same or improved. Three percent of the grades were missing and the remainder of the grades dropped during the year. However, classroom teachers reported that between 58% and 89% of the students tutored showed "some" to "a lot" of improvement in school-related skills, attitudes and behaviors. Ninety percent of the teachers said the program was "somewhat" to "very" successful in meeting the students' needs and 97% felt the students' improvement justified the time spent outside of class.

Isleta

The Isleta component involved four tutors and a district-funded counselor. The tutors provided services to 76 students. The objectives of this component of the program were improved academic performance as measured by grades in subjects being tutored and teacher ratings of student progress. Fifty-five percent of the grades of Isleta students being tutored were maintained at a passing level or improved. Classroom teacher ratings of student progress indicated that between 79% and 96% of the students tutored made "some" to "a lot" of progress in school-related skills, attitudes and behaviors. In addition, 94% of the teachers said the program successfully met students' needs and 97% felt the students' improvement justified the time spent outside the class.

Urban

The Urban component involved 46 tutors (one of whom was a volunteer), a resource teacher, a program coordinator, and a secretary. The tutors provided services to 735 students in grades K-12 in 69 of the district's 112 schools. The objectives of the tutoring program included improved academic performance as measured by reading and math subtests of the Comprehensive Tests of Basic Skills (CTBS), academic grades, and teacher ratings of student progress. At the elementary level, CTBS scores were not used because both pre and post-test scores were available for only a small sample of the students tutored. Classroom teachers indicated that between 65% and 92% of the students tutored showed "some" to "a lot" of improvement in school-related skills, behaviors, and attitudes. Elementary students met and surpassed the objective in eight of the nine areas evaluated.

At the secondary level, 46% of the grades in courses being tutored were maintained or improved, 14% less than was required to meet the objective. Teachers

of secondary students indicated that between 59% and 78% of the students tutored showed "some" to "a lot" of improvement in the skills, attitudes and behaviors evaluated. Secondary students met and surpassed the objective in six of the nine areas. Overall, 87% of classroom teachers felt the improvement in their students justified the time spent outside of class. Fifty-one percent felt the program had been somewhat successful in meeting the needs of their students, and 40% felt the program had been very successful.

Recommendations

In the last four years of operation the Title IV-A program has changed dramatically. The structure of the program has shifted each year as federal funding is cut and as the school district clarifies the role of federally-funded programs in its overall program. In spite of decreases in funding and in the ratio of professional to paraprofessional staff, the program has managed to serve more students each of the last four years and to improve the consistency in services, management, and recordkeeping. Many of the recommendations from the previous years' evaluations have been successfully implemented.

The following recommendations are made to further improve the program:

1. Establish parameters for the magnitude of the tutoring program decide which students are to be served and how intensive the service will be. The program may be trying to serve more students than can reasonably be handled with budget constraints.

2. Analyze personnel needs in light of the change in management structure and burgeoning tutoring requests. Professional staff do not have enough time to complete program records and still adequately supervise tutoring staff and provide inservice education. Professional and paraprofessional staff alike are working many hours for which they are not paid.

3. Provide regular inservice education to tutors on topics which might include motivating students, developing an effective student/tutor relationship and devising effectiveinstructional methods for students who have experienced chronic school failure.

4. Continue to standardize and improve recordkeeping so that data is complete for all students being tutored.

5. Maintain and update student records on the computer so that all data needs for program planning and evaluation can be handled with computer analysis.

6. Discontinue use of the CTBS as the instrument for measuring elementary student progress due to the unavailability of pre and post test information for most students being served. Instead, use the classroom teacher's ratings of student progress to evaluate the impact of the tutoring services.

CANONCITO COMPONENT

Program Description

The tutoring program for the Canoncito component involved a volunteer and two paid tutors, and a district-funded counselor. One tutor was at John Adams, two at West Mesa, and the counselor served students from both schools.

The students participating in this program were Navajo students bused to APS from a Navajo community 40 miles west of Albuquerque. The students' first language was Navajo and consequently many of them had difficulty with courses in English. Many students were absent frequently and those who attended school in Albuquerque had 16 hour days due to the distance they had to travel to and from home and the time they spent doing chores and homework. Lack of fluency in English, high absenteeism and the logistics involved in transporting students to school, made the provision of services to this population more difficult than to other components of the program.

Seven middle school students and 28 high school students received tutoring in a variety of courses. (See Table 1).

The objective to be addressed by this component of the Title IV program was improved academic performance as measured by maintenance of a passing grade or improvement of a grade in the course being tutored and by classroom teachers' assessments of student progress.

Table 1

SUMMARY OF CANONCITO
SCHOOL-BASED TUTORIAL PROGRAM
1984-85

NAME OF SCHOOL	JOHN ADAMS MIDDLE SCHOOL			WEST MESA HIGH SCHOOL			
GRADE LEVEL	6	7	8	9	10	11	12
NUMBER OF STUDENTS TUTORED	3	3	1	6	7	6	9
SUBJECTS TUTORED	English Literature Language Arts Mathematics Spanish Science History			Geography Reading Algebra, Pre-Algebra Civics Geometry Physics Biology U.S. History			

During the 1984-85 school year, 35 students in the Canoncito program in grades 6-12 received tutoring in a variety of content areas.

Objective 1.0: By the end of the 1984-85 academic year, 60% of the Native American students in grades 6-12, who are receiving supplemental academic assistance will have maintained their entering grade, ie., not received a lower grade and/or will have increased their entering grade in the subject according to grades assigned by the subject teacher.

Measurement

The grades assigned by classroom teachers in the subject(s) being tutored were reported each quarter the students received tutoring. Students were tutored one to three quarters; comparisons were made only when students had been tutored for a total of ten or more hours per subject.

Results

Of 61 possible comparisons, 36 or (59%) of the grades decreased, 5 or (8%) of the grades remained the same, and 17 or (28%) of the grades improved. Three percent of the grades were missing. Thus, the objective was not met.

Discussion

The Canoncito students have limited proficiency in English, high absenteeism and long days due to the logistics in transporting the students to school in Albuquerque. In order for the tutoring program to have an impact on these students, they need to have regular intensive tutoring by a highly skilled tutor.

Due to a change in tutoring personnel, students had to develop rapport and a good working relationship with more than one tutor during the 1984-85 school year. In addition, although the 35 students were tutored in a total of 67 subjects, for only half of the subjects did students receive more than ten hours of tutoring. Although this is fairly typical in comparison to other components of the program it is difficult to make an impact on students' performance without intensive tutoring. In spite of this, teachers rated the program very positively and felt their students had benefitted from the tutoring.

Objective 2.0: By the end of the 1984-85 academic year, 70% of the Native American students, in grades K-12, receiving supplemental academic assistance will demonstrate increased personal effectiveness and self-image and improve skills necessary for continued learning as measured by classroom teacher observation.

Measurement

Classroom teachers were requested to complete a brief questionnaire on each student who received Title IV tutoring services. The questionnaire was designed to indicate the amount of improvement in a variety of behaviors and skills related to school success.

Results

Questionnaires were completed for 33 or (49%) of the individual classes in which secondary students were tutored. Because secondary students have more than one teacher and are often tutored in several subjects it isn't possible to determine how many of the students this sampling represents.

Students in the Canoncito component met and surpassed the objective in four of the nine areas: following directions (89%), listening skills (88%), subjects being tutored (85%), and self-confidence (78%). These students also showed "some" to "a lot" of improvement in attendance (67%), attitude toward school (67%), self-management (65%), and turning in work on time (58%). Only in the area of class participation did more than half of the students rated show no improvement. Of the teachers who completed student rating forms, eighty-five percent felt the students' improvement justified the time spent outside of class. In meeting the needs of students, 19% felt the program was very successful, 71% felt the program was somewhat successful, and 10% thought it was not at all successful (See Table 2).

Discussion

It is apparent that the teachers who completed student progress reports believed the tutoring had been beneficial. One area where the program didn't have much impact was class participation. According to the program coordinator, this may be due to a value of the students' culture which dictates that it is not appropriate to call attention to oneself. Although students generally will not volunteer to answer questions, as is often the expectation in classrooms, they probably will respond when called upon. Perhaps classroom teachers need to be made aware of this so they can adjust their classroom strategies.

Table 2

TEACHER EVALUATION OF CANONCITO SECONDARY STUDENTS
RECEIVING HOURLY TUTORING
1984-85

Skill Area	Amount of Improvement Expressed in Percent of Students			Percent of Total Students for Which Skill Area is Not Applicable
	None	Some	A Lot	
Subject(s) Being Tutored	15	78	7	18
Listening Skills	12	80	8	24
Following Directions	11	77	12	21
Turning in Work on Time	42	39	19	21
Participating in Class	89	7	4	18
Attendance	33	50	17	27
Attitude Toward School	33	61	6	46
Self-Confidence	23	55	23	33
Self-Management	35	58	7	21
N = 33				

	Yes	No
Did the improvement justify the time spent outside of class?	97%	3%

	Very	Somewhat	Not at all
How successful was the program in meeting the students' needs?	19%	71%	10%

ISLETA COMPONENT

Program Description

Four tutors and a district funded counselor provided tutoring services to 76 students from Isleta Pueblo attending Polk Middle School and Rio Grande High School. At the beginning of the year 1 tutor was hired and more were hired (for a total of 4 tutors) throughout the year as funds became available. One tutor funded by a different program also served students in the Isleta component. About a third of the students served in the program were middle school students and two-thirds were high school students (See Table 3).

The objectives to be addressed by this component of the Title IV program were to improve academic performance in subjects being tutored as measured by classroom teachers' assessment of student progress and maintenance of a passing grade or improvement of grades in courses being tutored.

Table 3

SUMMARY OF ISLETA
SCHOOL-BASED TUTORIAL PROGRAM
1983-84

NAME OF SCHOOL	POLK MIDDLE SCHOOL			RIO GRANDE HIGH SCHOOL			
GRADE LEVEL	6	7	8	9	10	11	12
NUMBER OF STUDENTS TUTORED	3	11	10	28	13	7	4
SUBJECTS TUTORED	Health Mathematics Business Education English Science Civics Literature Reading Language Arts History						

During the 1984-85 school year, 76 students in the Isleta program in grades 6-12 received regular tutoring.

Objective 1.0:	By the end of the 1984-85 academic year, 60% of the Native American students in grades 6-12, who are receiving supplemental academic assistance will have maintained their entering grade, ie., not received a lower grade and will have increased their entering grade in the subject according to grades assigned by the subject teacher.

Measurement

The grades assigned by classroom teachers in the subject(s) being tutored were reported each quarter the students received tutoring. Students were tutored one to three quarters; comparisons were made only when students had been tutored for a total of ten or more hours per subject.

Results

For mid and high school students, of 143 possible comparisons, 59 or (41%) of the grades decreased, 27 or (19%) of the grades remained the same, and 51 or (36%) of the grades improved. Thus 55% of the grades remained the same or improved, 5% less than required to meet the objective.

Discussion

Isleta students appear to be benefitting from the tutoring. Their grades are improving and teachers rate positively the students' improvement.

Objective 2.0: By the end of the 1983-84 academic year, 70% of the Native American students, K-12, receiving supplemental academic assistance will demonstrate increased personal effectiveness and self-image and improve skills necessary for continued learning as measured by classroom teacher observation.

Measurement

Classroom teachers were requested to complete a brief questionnaire on each student who received Title IV tutoring services. The questionnaire was designed to indicate the amount of improvement in a variety of behaviors and skills related to school success.

Results

Questionnaires were completed for 81 or (55%) of the individual classes in which secondary students were tutored. Because secondary students have more than teacher and are often tutored in several subjects it isn't possible to determine how many of the students this sampling represents. Students in the Isleta component surpassed the objective in all of the nine areas. More than 90% of the students showed "some" to "a lot" of improvement in eight of the nine skills areas rated including self-confidence (96%), subject(s) being tutored (94%), attendance (93%), self-management (93%), listening skills (92%), turning in work on time (91%), attitude toward school (91%), and participating in class (79%). Ninety-seven percent of the teachers felt the improvement in their students justified the time spent outside of class for tutoring and 94% indicated the program had been "somewhat" to "very" successful in meeting the students' needs.

Discussion

Based on classroom teachers' assessment, the tutoring program is helping students improve in a variety of skills and behaviors that are related to success in school.

Table 4

TEACHER EVALUATION OF ISLETA SECONDARY STUDENTS
RECEIVING HOURLY TUTORING
1984-85

Skill Area	Amount of Improvement Expressed in Percent of Students			Percent of Total Students for Which Skill Area is Not Applicable
	None	Some	A Lot	
Subject(s) Being Tutored	6	19	75	20
Listening Skills	9	29	63	1
Following Directions	9	24	67	3
Turning In Work on Time	9	19	72	4
Participating In Class	21	15	64	1
Attendance	7	14	79	14
Attitude Toward School	9	27	64	5
Self-Confidence	4	26	70	10
Self-Management	7	18	75	11
	N = 81			

	Yes	No
Did the improvement justify the time spent outside of class?	97%	3%

	Very	Somewhat	Not At All
How successful was the program in meeting the students' needs?	72%	22%	6%

URBAN COMPONENT

Program Description

In 1984-85, the Urban tutoring program involved 46 tutors, a resource teacher, a program coordinator, and a secretary available for half of the school year. About 735 students received tutoring through the program, and they were approximately evenly divided among the elementary, mid and high school levels. The students who were tutored represented 69 of the district's 112 schools. (See Table 5).

Requests for tutoring have greatly increased in the last four years, from 226 in 1981-82 to 735 in 1984-85, more than a three hundred percent increase. This has created some problems for the Title IV staff. First, paperwork was greatly magnified as the number of tutors increased. Processing the payroll alone required at least eight hours every two weeks. Second, the need for inservice training for tutors increased due to the expansion of the number of tutors. A high turnover rate is typical of these tutoring positions due to the low pay, part time hours, and lack of job security. In previous years, when the program used a school-based approach, teachers and aides remained the program for several years. This provided continuity and decreased the need for constant inservice education. In addition, due to a shortage of funds, the program was without a secretary for half a year. This meant that the coordinator and resource teacher spent more of their time on clerical tasks and consequently had less time available for much needed instructional improvement such as inservice and supervision of tutoring staff. Tutors also were affected by the shortage of funds. In order to serve more students, tutors were no longer paid for preparation time or required meetings. The Save the Children Foundation donated $10,000 to enable the program to continue through the last month.

Consequently, project staff worked many overtime hours without compensation during the 1984-85 school year. In addition, high levels of stress have been reported by program personnel. These two factors suggest that staffing should be analyzed carefully. The quality of the program may suffer if this critical need is not addressed. The addition of a resource teacher and more clerical help should be considered. With the addition of clerical help, the resource teacher and the program coordinator could concentrate on inservice education, monitoring and supervision of the paraprofessional tutoring staff, site visits, and generally improving the quality of the tutoring program. Extra clerical help for data entry and updating of records is imperative due to the change during the 1984-85 school year from manual to computerized record keeping. The program may have reached or exceeded its upper limit in the number of students that can be served with the existing budget and personnel.

The objectives to be addressed by this component of the Title IV program were: for elementary students, an improvement in standardized test scores in reading and math and an improvement in school-related skills as indicated by classroom teachers and for high school students, the maintenance or improvement of letter grades in the courses being tutored and an improvement in school-related skills.

Table 5

SUMMARY OF URBAN HOURLY TUTORIAL PROGRAM
1984-85

LEVEL	GRADE	# OF STUDENTS	TOTAL PER LEVEL
ELEMENTARY	K	10	239
	1	47	
	2	53	
	3	44	
	4	42	
	5	43	
MIDDLE	6	94	247
	7	81	
	8	72	
HIGH	9	86	249
	10	62	
	11	64	
	12	37	
		PROGRAM TOTAL	735

Seven hundred thirty-five students in 69 schools (35 elementary, 34 mid and high) were tutored on an hourly basis during the 1984-85 school year. Students received tutoring in a variety of subject areas including at the elementary level: reading, mathematics, and language arts, and at the secondary level: English, mathematics, social studies, science, language arts, literature, Spanish, civics, journalism, health, French, and accounting.

Objective 1.0: By the end of the 1984-85 academic year, 60% of the Native American students in grades K-5, who are receiving supplemental academic assistance will show a normal curve equivalent (NCE) gain of 3.0 points from pre to post-tests as measured by the reading sub-tests of the Comprehensive Tests of Basic Skills (CTBS).

Measurement

The CTBS is a state-mandated standardized norm-referenced test administered at the third and fifth grades. In addition, all Chapter I schools also administer this test at the first, second and fourth grades. Since it is the school district's policy to limit testing whenever possible, federal programs utilize existing test results to provide data for their programs.

Results

Of the 239 students for whom complete tutoring records were available, 173 were enrolled in Chapter I schools. Sixty-six of the elementary students attended non-Chapter I schools and therefore were tested only at the third and fifth grades, making a pre to post comparison impossible. Of the 173 Chapter I students, 128 (about 54% of the original group) had at least ten hours of tutoring and thereby could be included in test score analysis. However, the previous year when pre and post-test information was collected for the students, complete records existed for less than one-fourth of the original group of students tutored. Therefore it was not appropriate to conduct test score analysis since the sample may not have been representative of the original group.

Discussion

There are many problems associated with using the CTBS to measure the achievement of students who have been tutored through Title IV. Originally CTBS scores were used to evaluate the impact of the school-based program - a program which was much more intensive and was focused specifically on reading, language arts, and math. It was reasonable to evaluate the impact of this fairly standardized program using the CTBS.

However, the hourly tutoring program provides services as needed to a wide variety of students in many schools. Each elementary student may receive an individually prescribed program making it difficult to evaluate in a standard way. Since students are tutored as requests are received, many do not receive enough hours of tutoring to justify their inclusion in the data analysis.

For example, in the Chapter I program a student must have received at least forty hours of tutoring to be included in test score analysis. It is doubtful that ten hours of tutoring or less would have a significant impact on a child's performance on a standardized test which measures cumulative, global school skills. Since only part of the students tutored by the program attend a Chapter I school where testing occurs every year, the program will always have incomplete data. In addition, due to the high mobility of many of the students' families, even those students who attend Chapter I schools may not have complete test data.

It is therefore again recommended that, at the elementary level, the tutoring progress report completed by the classroom teacher be substituted for the CTBS as a measure of program impact.

Objective 2.0:	By the end of the 1984-85 academic year, 35% of the Native American students K-5, receiving supplemental academic assistance will show a Normal Curve Equivalent (NCE) gain of 1.5 points from pre- to post-test as measured by the math sub-tests of the Comprehensive Tests of Basic Skills (CTBS).

See Urban Objective 1.0 for discussion of why it was inappropriate to complete the test score analysis.

Objective 3.0: By the end of the 1984-85 academic year, 60% of the Native American students in grades 6-12, who are receiving supplemental academic assistance will have maintained their entering grades, i.e., not received a lower grade, and/or will have increased their entering grade in the subject according to grades assigned by the subject teacher.

Measurement

The grades assigned by classroom teachers in the subject(s) being tutored were reported each quarter the students in grades 6-12 received tutoring. Students were tutored from one to four quarters; comparisons were made only when students had been tutored at least two quarters for a total of ten or more hours of tutoring. Students had to earn at least a "D" for the comparison to meet the standards of this objective. Since elementary students are not assigned letter grades, a different evaluation procedure had to be used for these students. Teachers of elementary students completed an evaluation form that provided information on student attitudes, behavior and academic progress. (See Objective 4.0).

Results

For mid and high school students of 1057 possible comparisons, 486 or (46%) of the grades went down during the course of tutoring, 142 or (13%) remained the same, and 354 or (33%) improved. Seventy-five or (7%) of the grades were missing. Forty-six percent of the students, or 14% less than was expected, met the objective.

Discussion

Students referred at the mid and high school level frequently are earning D's and F's in many courses when they are referred to Title IV. Although many students do improve their grades during tutoring, some students may need much more intensive help than Title IV tutors are able to provide. Many students are not included in the grade analysis because they received less than ten hours of tutoring. It is not known whether these were students who needed very little help to improve their grades or if they merely received less than ten hours of tutoring due to scheduling problems or date of referral. Regardless, these students are not included in the grade analysis because it is not possible to determine program impact based on ten hours or less of tutoring.

As the requests for tutoring continue to increase and additional tutors are hired, professional staff have less time per tutor for supervision and assistance. Some decisions need to be made about this situation. First it should be decided which students will be served--those who are having a great deal of trouble in school, those who are only having a little trouble, or a combination of the two. If all students are to be served, decisions should be made regarding the specific services and the intensity

of services each student should receive. There is a limit to how far a program can be expanded without additional staff and financial resources and still be effective.

Second, an effort should be made to assign students who are having a great deal of trouble in school to more experienced tutors or those who have backgrounds in educational methods, teaching, or counseling.

Third, inservice should be provided on a regular basis to tutors, especially less experienced ones. Topics of the inservices might include: methods to use with students who have experienced chronic school failure, how to motivate students, and how to develop an effective student/tutor relationship. Additional staff is needed, however, to accomplish this. Personnel needs should be analyzed in light of the dramatic increase in tutoring requests to ensure that the quality of tutoring services does not suffer.

Objective 4.0: By the end of the 1983-84 academic year, 70% of the Native American students, K-12, receiving supplemental academic assistance will demonstrate increased personal effectiveness and self-image and improve skills necessary for continued learning as measured by classroom teacher observation.

Measurement

Classroom teachers were requested to complete a brief questionnaire on each student who received Title IV tutoring services. The questionnaire was designed to indicate the amount of improvement in a variety of behaviors and skills related to school success.

Results

Questionnaires were completed for 141 or (59%) of the elementary students and for 409 or (41%) of the individual classes in which secondary students were tutored.

More than 70% of the elementary students demonstrated improvement in eight of the nine areas rated by classroom teachers. The most dramatic improvement was in subjects being tutored, with 92% of the students showing "some" to "a lot" of improvement. This was followed by improvement in self-confidence (89%), attitude toward school (86%), listening skills (86%), following directions (85%), turning in work on time (84%), participating in class (81%), self-managment (80%), and attendance (65%). Ninety-three percent of the elementary teachers thought the improvement in their students justified the time spent outside of class for tutoring. Fifty percent felt the program had been very successful in meeting the students' needs, while 45% felt it had been somewhat helpful and 5% felt it had not been helpful at all. (See Table 6).

Secondary students met and surpassed the objective in six of the nine areas: self-confidence (78%), subjects being tutored (77%), following directions (75%), listening skills (74%), attitude toward school (72%), and turning in work on time (71%). Secondary students also showed "some" to "a lot" of improvement in self-management (67%), attendance (61%), and participating in class (59%). Eight-one percent of the teachers of secondary students felt the improvement demonstrated by their students justified the time outside of class. In meeting the needs of students, 30% felt the program was very successful, 57% felt it was somewhat successful, and 13% thought it was not at all successful. (See Table 7).

Discussion

It is apparent that teachers of elementary students felt their students made more progress than did teachers of secondary students. Students' attitudes

and behaviors in elementary school are probably less fixed than in secondary school, and thus more easily changed with tutoring intervention. Nevertheless more than half of the students at all grade levels showed "some" to "a lot" of improvement in attitudes, behavior, and academics.

Classroom teacher assessment is an important part of the evaluation procedure and the program should be commended for obtaining an excellent return on student progress reports. A previous year's recommendation that progress reports be completed for students in all components of the program has been successfully implemented.

Table 6

TEACHER EVALUATION OF URBAN ELEMENTARY STUDENTS
RECEIVING HOURLY TUTORING
1984-85

Skill Area	Amount of Improvement Expressed in Percent of Students			Percent of Total Students for Which Skill Area is Not Applicable
	None	Some	A Lot	
Subject(s) Being Tutored	8	58	34	16
Listening Skills	14	68	18	19
Following Directions	15	64	21	16
Turning in Work on Time	16	54	30	24
Participating in Class	19	63	18	21
Attendance	35	36	29	47
Attitude Toward School	14	47	39	20
Self-Confidence	11	55	34	12
Self-Management	20	54	26	16
	N = 141			

	Yes	No
Did the improvement justify the time spent outside of class?	93%	7%

	Very	Somewhat	Not At All
How successful was the program in meeting the students' needs?	50%	45%	5%

Table 7

TEACHER EVALUATION OF URBAN SECONDARY STUDENTS
RECEIVING HOURLY TUTORING
1984-85

Skill Area	Amount of Improvement Expressed in Percent of Students			Percent of Total Students for Which Skill Area is Not Applicable
	None	Some	A Lot	
Subject(s) Being Tutored	23	63	14	28
Listening Skills	26	62	12	9
Following Directions	25	61	14	8
Turning in Work on Time	29	49	22	4
Participating in Class	41	47	12	7
Attendance	39	40	21	33
Attitude Toward School	28	55	17	15
Self-Confidence	22	57	21	12
Self-Management	33	49	18	11
	N = 409			

	Yes	No
Did the improvement justify the time spent outside of class?	81%	19%

	Very	Somewhat	Not At All
How successful was the program in meeting the students' needs?	30%	57%	13%